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ABSTRACT

An operational model developed as a result of a systematic analysis of three distinctly different Antioch centers--Juarez Lincoln University, Philadelphia Graduate Center, and Antioch-New England (the Keene Center)--is presented. Juarez Lincoln offers a 15-month program leading to the Master of Education degree. Many of the students are Mexican American, and this school is described as a Chicano college. Bilingual and multicultural education, and community involvement are emphasized. The Philadelphia Graduate Center of Antioch Graduate School of Education provides a nontraditional, individualized, competency-based graduate program in urban education. The 15-month program leads to the master's degree in education. Antioch-New England offers various 15-month master's programs in education. Three counseling programs are also offered. Criterion standards, methods of evaluating previous experiential learning, and documentation of student credits are described for each of these Antioch centers. The efficacy of the operational model, and major findings which have important implications for institutions using experiential learning are discussed. Experiential education was found to be central to the learning outcomes of the student. The authors recommend that faculty and administrator roles should be redefined to fit the experiential learning situation. (MV)

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COORDINATING EDUCATIONAL ASSESSMENT ACROSS COLLEGE CENTERS

CAEL Institutional Report
Antioch College

Cooperative Assessment of
Experiential Learning

TM006 735

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CAEL Institutional Report
Antioch College

Coordinating Educational Assessment Across College Centers

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Andre Guerrero
Janet Hartle
Harry Horwitz

CAEL Institutional Reports are prepared at member institutions in cooperation with the CAEL project, and are based upon special projects commissioned by the CAEL Steering Committee. While Institutional Reports reflect the general orientation and types of work priorities determined by the Steering Committee, they are reports of the individual institutions and may reflect practices different from those suggested elsewhere by CAEL.

Cooperative Assessment of Experiential Learning

September 1976

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PREFACE

About the CAEL Operational Models Project

This report is one of a series of institutional reports produced under the auspices of the CAEL Operational Models Project. A few words of background may be useful in helping readers to understand the purpose of the work and the context in which it was undertaken.

CAEL's overall mission is to improve the assessment of experiential learning, but considering how assessment techniques and materials are used in institutions, it is clear that there are many problems of implementation. Assessment does not exist as an isolated process but is embedded in a context of existing academic procedures, policies, and people. The CAEL Steering Committee recognized that if experiential learning is to become an effective part of the curriculum, it is critical to develop sound procedures for integrating the assessment process into the traditional academic structure.

The Operational Models Project was conceived in response to that need. It was supported by the Fund for the Improvement of Postsecondary Education in July 1975. The basic plan was to select 12 institutions facing rather different implementation problems and to provide a cooperative context for each to devote special attention to its particular concern. Some have focused on the problem of defining standards--an issue that lies at the heart of most educational questions that arise with respect to a new program. Other institutions have focused upon the problem of financing learning and assessment programs--an issue that lies at the heart of most administrative questions that arise with respect to a new program.

Each institutional team has worked toward clarification and documentation of desirable policies and working procedures for incorporating the assessment of experiential learning into the fabric of its own institution; i.e., an improved operational model. This report is one of the products. In order to enhance the dissemination and utilization of this work, each institution producing an operational model has held or will hold a local "dissemination workshop" for interested institutions in its immediate area. In addition, the institutions held national workshops at the fall 1976 CAEL Assembly meeting.

Even though the 12 institutions participating in this project were selected partly because they faced different implementation problems, there is necessarily a good deal of commonality of interest and overlap in the issues of greatest concern. As a consequence, it sometimes happens that the same issue or assessment practice is discussed in several reports from a somewhat different point of view. From the perspective of someone reading the entire series, some points may appear to be repeated unnecessarily, but there is value in noting the manner in which a general approach is adapted in different situations. Furthermore, it was felt more important to have each institutional report stand on its own than to artificially edit out discussion of an essential aspect of an assessment system simply because that aspect is reflected in the work of more than one institution. The authors, have, however, tried to focus their attention on the unique aspects of their programs so that this series can have a maximum benefit to other institutions.

The Antioch College Operational Model

Antioch College was founded in 1853 as an experimental liberal arts college in Yellow Springs, Ohio, and has evolved by 1976 into a national and international network of learning centers in six groupings called campuses. Each campus is under the general direction of an administrative officer and is subdivided into learning places called Centers that operate under the authority of a Center Director. The overall governance of Antioch College is vested in the Network Central Administration which coordinates all centers and campuses and which, in cooperation with the heads of campuses, is responsible to a single Board of Trustees. Together, the campuses and centers assemble students, faculty, and staff of diverse classes, races, and age groups so that the College reflects the cultural spectrum of the country. The unity in diversity is provided by a matrix of key elements: work-study, the interplay of experience and reflection, the climate of mutuality and autonomy, flexibility in programming and management, the stress on individualization, the valuation of prior learning, and the use of diverse settings for learning. Commitment to constructive social change, variety and ongoing debate, and the habit of living with both strong convictions and persistent questioning are endemic to Antioch College. It is the goal of Antioch College to generate authentic inquiry about fundamental ideas and to consider the growth and development of each student as central.

The major purpose of the Antioch College operational model project is to present and evaluate learnings at a variety of centers and campuses based on diverse methods, situations, and goals in such a fashion that first, the quality of the student learning is adequately demonstrated and evaluated; second, the student work clearly relates to the overall goals of both the student and the learning center; and third, the quality of work and the level of competency attained is clearly communicated to people outside Antioch. A second purpose is to determine if the model makes it possible to compare centers in a useful fashion. The operational models project has involved three programs in education and counseling at the master's level in which experiential learning is the central portion of the curriculum.

The central function of the operational model is to articulate and document the standards for a degree based largely on learning in experiential situations. A systems approach has been used to identify the crucial points, together with the procedures and standards appropriate at each point for identifying and documenting the level of learning, from the time of admission to the awarding of the degree.

Chapter I of this report gives the rationale of the operational model, and Chapter II uses the model to describe the program rationale for Antioch College as a whole. Chapter III applies the model to the Juárez Lincoln Center, Chapter VI to the Philadelphia Graduate Center, and Chapter VIII to Antioch-New England. Correspondingly, Chapter IV makes a critique of Juárez Lincoln based on the model, and Chapters VII and IX do the same for Philadelphia and Antioch-New England respectively. Chapter V describes a project at Juárez Lincoln, showing how it was possible to identify flaws in the evaluation of work according to criterion standards and to devise ways to improve the evaluation. Chapter X summarizes the major findings: (1) The model is a useful tool for describing programs; (2) the quality of the programs is highlighted so that strengths, weaknesses, and areas in need of further analysis are identified; (3) the centrality of

experiential education in the programs is confirmed; (4) experiential learning demands a redefinition of the role of the faculty; and (5) the role of management and governance needs to be reviewed in institutions focusing primarily on experiential education.

The report on Antioch College's operational model was written by Ruth Churchill and Janet Hartle. Much of the material on the Philadelphia Graduate Center was written by Harry Horwitz, who prepared a special report on the elementary education program. At Juárez Lincoln, Andre Guerrero and Ruth Churchill designed and carried out the study of the evaluation of projects in curriculum design.

Many people at the three centers included in the report gave time and thought to the project, assembling materials and being interviewed. Particular thanks for materials go to Rebecca Pedroza, Registrar of Juárez Lincoln, and to the entire faculty there for the discussions at quarterly faculty meetings. At Philadelphia, Bernard Gross, Director, Herbert McDuffy, Assistant Director, Zachariah Lingham, Program Coordinator for Secondary Education, and Freda Horwitz, Field Adviser for Elementary Education, all contributed to the paper. At Antioch-New England John Bryant, Director, Mark Peterson, Program Coordinator, and Connie Joyce, Assistant Records Officer, were most helpful.

In addition, although it was not possible to include the Institute for Open Education, the authors want to thank Harvey Pressman, faculty member, who worked on a study of rating scales to be used in observations of students in teaching situations, and Joan Goldsmith, Co-director, who supplied the background materials.

Our especial thanks go to Peggy Brown, who helped obtain the materials for the study, and to Betty Cooley, who typed the manuscript.

I. RATIONALE FOR THE OPERATIONAL MODEL

The rationale for the operational model stems from the viewpoint that at Antioch College the controlling factor is the rationale for the program, namely, the institutional objectives. This statement implies that each center of Antioch will share in the overall objectives of the college; that is, each center will have goals consistent with those of the entire institution, and no center will have goals in opposition to any goal of the college as a whole.

The most important components of the program of any center are the students admitted, the faculty hired, and the curriculum (program characteristics) of the center. The procedures for admitting students and hiring and evaluating faculty, the choice of curricular elements, and the ways in which these elements are utilized should be clearly related to the objectives of Antioch College and the individual center.

Since one of the overall goals of Antioch College is "fostering cooperative education and experiential learning," it is assumed that this objective will be represented in the methods and goals of all units. Furthermore, in describing curriculum, emphasis will be placed on the experiential components and their relation to other components of the curriculum.

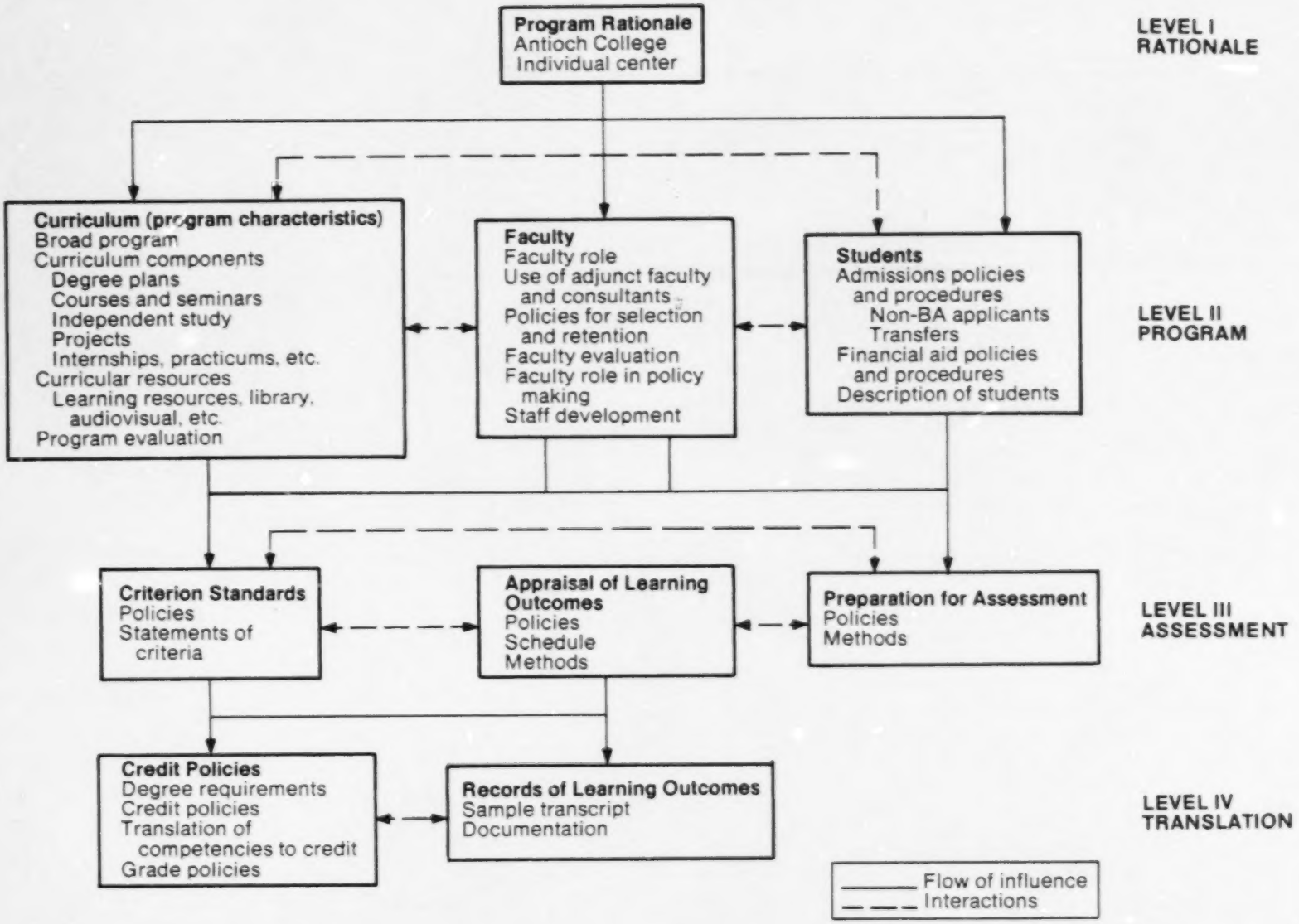
The next elements on which the operational model will focus will be those concerned with evaluating learning--preparation for assessment, criterion standards, and appraisal of learning outcomes. These elements are to be treated as flowing from the objectives of the college and the individual centers through the impact of the second set of variables--that is, the students and faculty selected, the program characteristics devised, and the ways in which they are used.

Again, special emphasis will be placed on the evaluation of experiential learning components. The centers involved will be selecting and working on specific projects relating to standards and procedures for evaluating experiential learning components.

The final level is that of translating the assessed learning into forms which can be communicated to other institutions such as universities, school boards, and employers. Again, the activities at this level--credit and grade policies and records of learning outcomes--are seen as dependent on the means of evaluating learning, which in turn flow from the programmatic level, which ultimately goes back to the institutional rationale.

Excluded from the operational model is any consideration of finances. Although their crucial importance is recognized, this inquiry centers on assessment standards and practices without specific attention to finances.

A chart of the operational model to be used for Antioch College as a whole and for each individual center appears on page 2 .



The Operational Model of Antioch College

II. RATIONALE FOR ANTIOCH COLLEGE

The following statement of the rationale of Antioch College has been adapted from a statement by Provost Morris Keeton to the Board of Trustees in December 1975. Two general types of purposes are identified: first, methods of education and second, goals of education.

Methods of Education

1. Fostering Cooperative Education and Experiential Learning. Work and study is a trademark of Antioch. Priority will be placed on improved assessment of the outcomes of extraclassroom learning. Priority is also to be given to enlisting the collaboration of employers and government in meeting the urgent need for new options for younger and older adults in their scheduling of work and learning.

2. Empowering the Disenfranchised Through Education. Within its structure the College will nurture institutions led by and serving ethnic minorities and other disenfranchised learners and will encourage such institutions to become independent. This purpose requires that these institutions provide a superior education adapted to the specific needs of these students and expressive of the best in their cultures.

3. Creating More Meaningful Credentials. The College will demonstrate the feasibility of degree programs and well-defined certifications, independent of the conventional credit hour system but interpretable in credit hour terms for educational exchange purposes.

4. Challenging Higher Education. The College shall continue to serve as a laboratory for the improvement of higher education. Its activities in innovation and in educational evaluation are important to its own ongoing quality and creativity and to the development of knowledge about higher education itself.

Goals of Education

1. Liberal Education: Maturing in Learning and Action. Antioch intends to provide a superior opportunity for each student to mature in learning and in capacity for responsible living. New means are to be explored for clarifying the individual's cognitive and emotional development, for accelerating that development and for enlarging the student's achievements. The student's autonomy and responsibility for choosing values and life aims are to be respected in whatever learning strategies are adopted.

2. Fostering a Self-Correcting Ethic. Antioch has long been marked by its joining of an unswerving commitment to inquiry with a commitment to individual and institutional conduct expressing ethical conviction. It has understood the "examined life" to include a continuing examination of the bases for action on social and ethical concerns.

3. Furthering Justice Through Legal Education and Service. The College shall continue its effort to prepare legal advocates of superior competence through clinically-based legal education.

4. Contributing to a Livable Environment. The College shall continue its efforts to foster

education for a physically and socially viable environment for humankind, both through its educational programs and its linkages with environmental protection endeavors.

5. Educating for One World of Many Cultures. The College shall transform its centers abroad into an international learning network, under indigenous leadership, designed to prepare participants for an interdependent global society. Each center will reflect its indigenous culture, yet be infused with the characteristics of Antioch.

6. Educating for Constructive Social Change. Implicit in the preceding purposes is the commitment of the College to constructive social change, both to conserve established values and to support the refinement and betterment of the ideals as well as the practices of human society.

The rationales of the centers are related to the rationale for Antioch as a whole in two ways. First, the existence of the three centers selected for study in different locations with different programs meeting the needs of different groups of people, but all including experiential learning, in itself testifies to Antioch's commitment to accessibility for diverse groups and to inventing and testing promising and socially needed innovations in higher education. Second, the specific objectives listed by the centers will all emphasize evoking growth compatible with students' own aspirations and increasing self-determination and educating for constructive social change. In terms of methods, the rationales of all the centers involve the interaction of thought with experience and individualization of learning.

III. MODEL OF JUAREZ LINCOLN

Level I: Rationale

"Thus, a Chicano college was built with a bilingual, culturally pluralistic delivery model . . . ."

". . . the planning of "un colegio Chicano" required . . . provision of alternative, innovative, humanistically-oriented approaches to revolutionizing education."

"The *raison d'etre* of Juárez Lincoln University is not only the welfare of la comunidad, but the continuous definition and reinforcement of students' education by la comunidad, particularly the Chicano community."

". . . Books and theory are not discarded as irrelevant, but practical, examined experiences within the community is the central aspect of the learning process. . . ."

". . . The various patterns interwoven by students' individual successes and failures in projects undertaken during the academic process are the means by which they synthesize theoretical knowledge and practical experiences. . . . The capacity to think creatively and to criticize constructively and professionally is highly valued. . . . The activist, practical pursuit of knowledge following a plan of study which is highly self-determined and academically demanding creates an internal, individual responsibility conducive to this end."

"Educado and concientización are integral dimensions of Antioch-Juárez Lincoln educación. In Mexican thought, "educado" refers to a person whose life experiences have added to a profound sense of wisdom, a humanistic attitude toward others, and often a self-education which is related to, but does not derive from, formal schooling. Concientización is the level of humanistic consciousness which entails the integral and integrated aspects of cultural sensitivity, personal insight and empathy for other people which leads to communion with them, transcending ethnocentrism and racism."

". . . Del programa educativo de Juárez Linclon salen educadores concientes de las necesidades de la comunidad y armados con la educación para llever acabo el desarrollo educativo de esa misma comunidad."

Level II: Program

Curriculum. The program leading to the Master of Education degree takes a minimum of 15 months (five quarters) to complete. Students may specialize in bilingual or bilingual-multicultural education; elementary, secondary, adult basic, or special education; early childhood development; guidance and counseling; administration and supervision; and program and curriculum development. Most students have full-time jobs, and their career work is integrated with academic study and research into a degree design.

The program requires the student to develop a degree design as a tool for planning, as an inventory of work tied to a completion schedule, and as permanent documentation of the student's total program. The student works out the design with the faculty monitor, beginning at admission. The preliminary design represents initial expectations; it is subject to revision, but it

anticipates the completed degree as stated on the final transcript.

Each student must design and undertake work in a minimum of five areas. All students must design work in bilingual or multicultural education and in community involvement, since these areas are basic to the center's philosophy. In addition, students will choose to work in three of the following areas of professional skill: curriculum or project development, administration, information and communication resources, staff development, evaluation, and personal growth.

Students' work takes the form of documented academic work-study projects: a plan for evaluating a community program, a curriculum unit, an historical study, a community activity. The following steps are required in developing a project:

1. The project is broadly identified in the preliminary degree design.

2. The student prepares a statement of the design, the plan of implementation, a list of readings and resources, the plan for ongoing and final evaluation, a dissemination plan if appropriate, and the schedule for completion.

3. The faculty monitor approves the proposal.

4. The student implements the design and submits the documentation of the project to the monitoring faculty member for review and degree credit. Each project must be presented in a form which can be evaluated both as an isolated whole and as an integrated part of the individual's degree design. At least one project must be submitted to Juárez Lincoln for publication after degree work is completed.

In addition to the five projects, each student completes either an internship or a practicum (80 hours minimum). The internship is a supervised work experience associated with the student's regular job; the practicum is a supervised work experience at a different job. Both require theoretical groundwork, preplanning, on-the-job supervision, and frequent faculty monitoring.

Students submit monthly reports on their progress on their projects to their monitors, and faculty submit quarterly reports on their monitoring sessions with each student.

In addition to required weekly meetings with their monitors, students must attend monthly meetings with faculty and other students in their cluster (see section on faculty) and quarterly seminars planned by the Juárez Lincoln staff.

In Austin the library has a collection emphasizing minorities, migrant labor information, a microfiche collection, and periodicals and news clippings. In addition, the center has arranged for students to use the resources of other colleges and universities near each cluster. The center also has published the first issue of a journal of education, *Hojas*, and plans a mimeographed series of students' projects and a newsletter.

Students make a general evaluation of the program in the first and second quarter and again at time of graduation, using formal questionnaires which cover all aspects of the program. The summarized results are available to the staff and the faculty for planning improvements in the program.

Faculty. In order to permit students to study and work in their own communities, students and faculty are grouped in regional clusters at Austin, at San Antonio, and in the Rio Grande

Valley in Texas, and at Denver in Colorado. Generally there are 30 to 40 students in a cluster with one to four full-time faculty plus adjunct faculty.

The role of the faculty monitor in a cluster is to:

1. Help the student work out his or her degree design, goals, curriculum, plans for the five projects, and plan for a practicum or internship, and to revise these as necessary.

2. Approve the student's plans for his or her five projects (and any exceptions involved).

3. Facilitate student learning through striking a balance between support and independence; help the student develop resources such as field opportunities, workshops, community resource people, internships, consultants; provide individual supervision and group work as appropriate.

4. Monitor the internship or practicum.

5. Review and approve documented work for all projects and practicum or internship. (No credit is given for work not approved by the faculty monitor.)

6. Prepare a verification sheet for each completed project and translate the project into academic courses and credits.

7. Approve the formation of the committee for the student's final oral examination and select members of the committee.

Full-time faculty all have academic background and experience in the field of education. Adjunct faculty are generally part-time faculty who work with limited numbers of students. Consultants are brought in to work with specific students on specific projects.

Policy on faculty selection and retention and procedures for faculty evaluation have only recently been developed. They are in the process of being accepted by the faculty, and the first faculty evaluation will shortly be made. The criteria for selecting and retaining faculty are to be: commitment to involvement with the Mexican-American community and to bilingual-multicultural education, ability to help students work independently to achieve their goals, and ability to work with other faculty, staff, and directors. Faculty will be evaluated on the basis of their own self-evaluation, evaluations by students, and evaluations by other faculty and staff.

There is no formal written policy on the involvement of faculty in policy and decision making. Regular monthly meetings are held to discuss policy and procedures and faculty vote on the issues; however, major policy decisions, such as the establishment of an adult degree completion program for the B.A., are made by the directors and the Board of Juárez Lincoln University after consultation with the faculty.

Although there is no formal written policy on staff development, the center is in the second year of a grant for faculty development from the Ford Foundation, under which some faculty have worked toward advanced degrees, others have worked on projects useful to the center, workshops have been held, and faculty meetings have been used for staff development. A policy on staff development will probably be an outcome of this grant; a faculty handbook covering points raised in this section may be a desirable outcome.

Students. Applicants for admission submit an application form, three letters of recommendation, a personal resume, and an official transcript of their work for the B.A. The application includes a statement of the student's understanding of the program, how employment can be integrated with the program, and a general description of what the student plans to accomplish. In addition, the student is interviewed by a faculty monitor from the appropriate cluster. The interview emphasizes ability to work independently, commitment to bilingual-multicultural education, and involvement with the Mexican-American community. The faculty member recommends whether or not the applicant will be admitted.

Up to ten percent of the entering students can be individuals who are employed in education at jobs requiring a B.A. but who do not have one. A special review of such candidates must be made before admission. Advanced standing based on graduate work at another school is granted up to the equivalent of one quarter's work.

Tuition is $2500 ($500 a quarter for five quarters). Students are informed of the financial aid available to them: College Work-Study Program Grants, National Direct Student Loan Program, Basic Educational Opportunity Grant Program, Supplemental Educational Opportunity Grants, Federally Insured Student Loan Program, and Veterans Administration Benefits.

Half of the students entering Juárez Lincoln in 1974-75 were men and half were women; a majority were over 30, 70 percent were married, and half had at least one child. Most come from the southwest and mountain states with ten percent coming from Mexico. Despite centers in cities such as San Antonio, Dallas, and Denver, half of the entering students live in communities of under 20,000 population. Half of the entrants were employed as teachers and had teaching certificates; a third were in other human service jobs; the rest were not employed. The median salary was about $8,000.

Entering students were asked questions about their current activities: They showed involvement in Mexican-American culture and in community activities. Over three-quarters had been to Mexico, and the majority considered themselves involved in activities promoting international understanding. Not only did they regard community activities as an important part of their commitment at Juárez Lincoln, but the large majority had already participated in community activities, such as contributing time to community projects and contacting local officials about problems. They belonged to many organizations (especially community and professional groups), some in a leadership position. Entering Juárez Lincoln students also expressed concern for a flexible, independent style of study. Their only reservation was about financing the program.

Level III: Assessment

Criterion Standards. In April 1974, the faculty adopted a set of criterion standards for degree designs, projects in seven fields, and the internship or practicum. Selection of standards arose after extensive discussions focusing on the particular needs of Juárez Lincoln students and the requirements of external accrediting authorities.

Appraisal of Learning Outcomes. Documentation for the five projects and the practicum or internship must be presented to the faculty monitor for evaluation. The faculty monitor can refuse to evaluate an inadequate presentation. Faculty evaluation and approval of a project is

necessary if the student is to receive credit. Approved work is recorded on a Verification Sheet, which briefly summarizes the work and is signed by the student and the faculty member.

After all work has been completed and approved, the student makes a presentation to an Oral Examining Committee, which consists of the faculty monitor (nonvoting), another faculty member, a community representative, a professional representative (usually in education), and a family member. The faculty monitor chooses the committee, after consulting the student; a family member and a community person are included on the committees to involve the family and the community in the educational process. The presence of a family member may be considered unusual in this setting, but one must remember that familial interdependence is a vital component of Mexican-American life and that the presence of a family member is a primary link between the educational and the social processes. The obvious "yes" vote is more than balanced by the other committee members. The committee may vote "no," "yes, with qualifications," or "yes." If the vote is "yes, with qualifications," the qualifications must be satisfied before the degree is awarded.

For both the faculty evaluation of student work and the examining committee's judgment of the oral examination, reliance has been placed on common understanding of the program's goals and standards. Although written guidelines or rating scales have not yet been worked out, they are perceived as an important next step.

Preparation of Student for Assessment. The best preparation of the student for assessment, of course, is the continuing direct relationship with the faculty monitor. Most faculty members have from time to time prepared guides for students in their clusters on preparing for projects and the oral examination. Frequently cluster meetings involve mini-orals in which students present their projects to other students.

Level IV: Translation

Credit Policies. The program takes a minimum of 15 months (five quarters) to complete. Awarding of the degree is based on the satisfactory completion of projects and practicum or internship totalling 60 credit units. No grades are awarded; only work that has been completed satisfactorily is placed on the transcript.

Using the Verification Sheets for the projects and the practicum or internship, the faculty monitor, in consultation with the student, translates the work done into course descriptions with appropriate names and numbers. The course descriptions have three primary functions:

1. Accurately but briefly reflect what the student has learned from study of theory and practical application.
2. Serve as guides to the content when a student wants to use the courses as transfer credit to another university.
3. Reflect knowledge in certain fields which will be recognizable by certification officials.

A brief guide to writing course descriptions, together with examples and practice material, has been designed and is in use.

Records of Learning Outcomes. For all work completed, the documentation and the

Verification Sheets remain as part of the student's permanent file.

When the crediting based on the Verification Sheets has been completed, the sheets, the oral examining committee's recommendation, and the documentation are submitted to the registrar, who makes a formal check for accuracy and completeness. The Verification Sheets are then signed by one of the codirectors as evidence that the degree may be awarded, and the registrar issues the formal transcript. On the transcript, courses are distinguished from the practicum or internship; on the reverse side each course is described in full, with the dates when the work was done.

IV. CRITIQUE OF THE JUAREZ LINCOLN MODEL AND ITS IMPLEMENTATION

Level I: Rationale

From the model it is clear that the rationale emphasizes serving the needs of Chicanos, rooting education in the community, linking work-related experiences to learning, calling for individual responsibility for learning, and developing an individual who is educado and functions at a high level of concientización. This emphasis is clearly congruent with overall Antioch priorities. The program exemplifies the Antioch priority of serving as a laboratory for trying innovative methods in education.

Level II: Program

The program and the choice of faculty and students are clearly consistent with the rationale of Juárez Lincoln.

The program, consisting essentially of an individual design for each student, five projects, and a practicum, emphasizes individual responsibility for learning and the use of work and community experience in learning. The fact that projects are required in bilingual-multicultural education and in the community speaks to the concern for the needs of the Chicano community. In addition, the organization of the program in clusters means that the individual pursues learning at his or her own job in his or her own community, again serving needs of Chicanos, linking work to learning, and rooting education in the community. The goal that the total process serves is developing an individual who is educado--that is, whose life experiences have given him or her a humanistic attitude--and who has achieved a high level of concientización--that is, cultural sensitivity for other people which transcends ethnocentrism.

An evaluation of the program by beginning students in October 1975 throws some light on how the program is working. Almost all students were making satisfactory progress on their degree plans and had chosen their five projects. A third had completed at least one project; half were working on several projects; only 17 percent were working on one project and 3 percent on none. No formal survey has been made, but "Mickey Mouse" and traditional projects, such as one teaching automotive mechanics through lecture and demonstration with no hands-on experience, appear to be rare. Students were satisfied with their degree plans and their projects because they could work independently and flexibly and because they were able to be involved with and help their schools and communities. About half felt they could have used more help with their degree plans and their projects--such as more direction, more resources (library facilities, reading lists, consultants, resources in specialized areas, seminars), more opportunity to work with others, and more chances to try things out (sample project, rough draft). About three-quarters of the students were using libraries, people in the community, and people in the schools where they taught (or on the job) as resources. The cluster system works well in keeping people related to their communities, but in some cases it restricts access to libraries and consultants.

The form in which the degree plan is submitted is up to the individual student and faculty monitor team. Perhaps if some structure existed, more attention would be called to needs for

direction and help at this point. Over half the students were satisfied with their work in the first two quarters; only a quarter felt they were having trouble getting started.

The faculty role appears to be well-defined. By now most faculty have had more than two years of experience with the program, and consensus has emerged over many points debated in the quarterly faculty meetings. In addition, special workshops have been sponsored in connection with the Ford Foundation grant for faculty development, and individual faculty have undertaken more formal study or have worked on special projects. (For example, one project was developing the instructions for writing course descriptions, and the faculty member responsible for the project conducted a short workshop for other faculty.)

The role of the faculty monitor is that of adviser, facilitator, and evaluator. The monitor (1) helps the student evolve a design and choose projects and a practicum (advising); (2) facilitates the student's work by helping with resources, making arrangements in the community and the school, reviewing work in progress (facilitating); and (3) observes the student in the classroom or on the job, evaluates the projects and the practicum, arranges for the final oral examination, and, using the Verification Sheet, translates learning from the projects into the form of course credits for the final transcript (evaluating). In addition to emphasizing the independent and innovative character of the learning process, the faculty monitor also has to be deeply involved in the Mexican-American community. In many ways, faculty have to be role models of the individual who is educado and is striving for concientización. Beginning students generally perceived faculty as good advisers; over half found them good facilitators; they had no opportunity to see them as evaluators. In summary, the role of the faculty member seems congruent with the rationale of the program, and the plan for faculty evaluation is appropriate although not all of the instruments called for have been developed. The need for definition of the faculty role, of improvement of faculty background, and of procedures for faculty evaluation is one that has been recognized in the past two years in the work of the Ford Foundation grant on faculty development.

The emphasis on the needs of Chicanos has been recognized in the admissions procedures (personal resume and interview with a faculty member), the low tuition, the availability of financial aid, the location of clusters near the students' home community and school, the opportunity to combine work with study, and the choice of sites for clusters in areas where there are substantial numbers of Chicanos. The typical Juárez Lincoln applicant in Texas is a Mexican-American school teacher living in or near the Rio Grande Valley, where salaries for teachers are low and where the economic opportunities are such that many of the inhabitants (70 percent of whom are Mexican-American) are migrant laborers. The admissions process also recognizes desire to work independently and innovatively and commitment to the Chicano community in the personal resume and in the interview. (The unknown factor in the admissions process is the faculty interview; apparently no record of the interview exists, only the recommendation to accept or not).

Level III: Assessment

At the level of assessment, the essential mechanisms for assessment are in place, but the adequacy with which they are spelled out and implemented constitutes the most serious problem so far.

In the spring of 1974, the faculty adopted criterion standards for the degree design, for the practicum or internship, and for projects in the two required and five optional areas. At the same time, the faculty stated that the student's faculty monitor had the authority to accept or reject work (projects and practicum or internship) for academic credit.

The faculty monitor clearly has the authority and the responsibility to serve as evaluator of the students' work and also is free to call for assistance from other faculty, consultants, and the codirectors of the center in cases where there is doubt regarding the assessment or where the project is in an area in which the monitor lacks expertise.

The quarterly faculty meetings, and the workshops sponsored by the grant for faculty development provide support for quality control in evaluation. Faculty have been concerned about uniform standards and levels of performance. At one faculty meeting in the past year, standards for writing were agreed upon: a poorly written project cannot be accepted for evaluation until it is rewritten.

Once the faculty monitor has accepted the student's work, the student takes his or her final oral examination. The committee emphasizes the grounding of the program in the community and also recognizes professional demands for competence. No guides have been prepared for orienting committee members to their task although at the faculty meeting in February 1976, at which the committee composition was changed, it was suggested that panels of community and professional members be developed so that training through experience would be possible and committee standards could be evolved.

The formal suggestions for preparation of the student for the process of evaluation are contained only in instructions from individual faculty for final preparation of projects and for the final oral examination. Much informal preparation goes on, of course; the whole relationship between student and monitor can be conceived of as preparation for assessment.

Although the assessment procedures are suitable to the rationale and the program of the center, their spelling out and their operation leave something to be desired. Criterion standards need to be expressed in behavioral terms, faculty monitors and oral examination committees need guidelines for procedures and acceptable levels of performance, and students need clearer preparation for assessment. The faculty are aware of these needs and have been working in this area. Juárez Lincoln's project for its operational model is one designed to translate existing criterion standards into faculty guidelines for evaluating performance. Specifically, projects in curriculum development are being evaluated by a checklist to see how well the standards are being implemented, to establish levels of performance, and to provide guides for evaluating future projects in this area. What has been done in one area can then be generalized to projects in other areas, thereby strengthening the evaluative process substantially. Faculty guides for evaluation can become the basis for student preparation for assessment.

Level IV: Translation

The final step is to convert the student's achievement into terms clearly understandable by outside agencies. The transcript that is prepared strikes a good balance between a conventional transcript and a narrative description of what the student has learned. The weak point in the

procedure up to the present has been the assigning of credit to projects and the writing of course descriptions. Since instructions have recently been compiled for these tasks, assignment of credit should be easier and course descriptions more accurate in the future.

V. IMPLEMENTATION OF STANDARDS FOR EVALUATING PROJECTS IN CURRICULUM DEVELOPMENT

As brief background, the central core of work for the master's degree in education at Juárez Lincoln consists of five action-oriented projects designed, carried out, and reported by the student. All students must do two projects, one in bilingual-multicultural education and one involving work in the community; the other three projects are chosen by the student in terms of personal educational plans and may be in the following fields: curriculum development, staff development, evaluation, educational administration, and creation of information and communication resources. The five projects done by each student should complement each other and form a coordinated design.

In 1974, the faculty adopted a statement covering standards for work for the degree. Included are standards for evaluating work in each area in which projects can be written. Since all students do work in the bilingual-multicultural area and in community involvement, these fields are discussed frequently by the faculty at quarterly faculty meetings, and faculty are continuously involved in helping students design and carry out such projects. Therefore, uniformity of standards for evaluating work in these areas is constantly reinforced.

In the optional areas, however, not all students work in every area and faculty may have different backgrounds; it is in these areas that faculty standards for evaluating work may be less uniform. Thus, work in developing methods for evaluating projects in optional areas would contribute most to improving standards. More than half the students do work in curriculum development and in staff development; over a third work on administration; less than a third in evaluation; and, finally, projects dealing with creating resources for information and communication are generally integrated into other projects. Curriculum development was chosen as the area in which to work since it was the most frequently chosen optional area and since one of the two persons working on the project has worked professionally in this field. The other team member works in the field of evaluation.

The standards for projects in curriculum development were stated as follows:

> The minimum requirement must include a general knowledge of educational philosophy and its relationship to various curricular approaches. The development or revision of a curriculum unit is expected to include: rationale, objectives, use of data sources process, and evaluation. The curriculum will reflect the student's educational philosophy.
>
> For major credit, a student must also produce a substantial curriculum component with a teacher or staff guide and relate it to the state guidelines and the local goals and/or objectives. At least a portion of the curriculum will be implemented and evaluated.

The project was begun by developing a checklist based on the program statement approved by the faculty. The statement of criteria was broken down into seventeen specific and three general questions. For each criterion statement four levels of achievement were possible: (1) the criterion was clearly met, (2) the criterion was met in some respects, (3) it was questionable if the criterion had been met, and (4) the criterion had not been met. Evidence had to be cited to justify the rating made. The first draft of the checklist was informally approved with

revisions by the faculty at the quarterly meeting in February 1976.

At this point the first impact of the study was felt. Every faculty member requested copies to take home for study. For the first time, all faculty members have a common checklist for projects in curriculum development based on standards which they themselves had approved.

A sample of approximately 25 papers was chosen for study, representing all clusters. (Three papers were later dropped as inappropriate.) Recent projects, primarily those from 1975 and 1976 graduates, were selected although it was necessary to include about one-quarter to one-third from 1974 graduates. Of the 22 papers available, 21 were read by at least one reader, and 14 were read by both readers. The intent had been for both readers to read all 22 papers, but this goal was impossible to achieve in the time available. The average time for reading a paper and locating evidence for each rating was three-quarters of an hour for one reader and an hour and a half for the other reader. In addition, not more than four or five papers could be read in a single day if the reader was to remain alert. The task of evaluating a paper with the checklist proved to be a demanding one.

Before and during reading, the graders made no attempt to reconcile their different perspectives and to arrive at joint agreements; one goal was to investigate what their differences were. After reading, they discussed their judgments. Most differences were the result of differences in severity of judgment. The reader with background in curriculum development was a severe judge of the curriculum unit itself--incorporation of the student's educational philosophy, statement of objectives, use of data sources, and methods of evaluating pupil's performance. The reader with the background in evaluation was a severe judge of background in educational philosophy, relation of educational philosophy to curriculum, and level of writing. In general, her overall judgments were more severe. (See Table 1.)

For the 14 projects read by both, the readers agreed on nine but did not agree markedly on six of the 15 individual criteria. (Chance agreement is 50 percent; on these six items, agreement was between 43 percent and 64 percent.) The differences were not random. In the area of educational philosophy, the evaluator demanded explicit evidence of background in educational philosophy and curricular approaches, whereas the curriculum writer was willing to infer them from the internal evidence. The curriculum writer tended to be a more severe critic of the curriculum unit than did the evaluator, especially of evaluative methods both in the curriculum and of the curriculum as a project. In the case of evaluation, the differences can be traced to the broader range of evaluative material allowed by the evaluator--colleague acceptance of the curriculum and teacher's testimony of effects on pupils. The curriculum expert emphasized changes in students' behavior and feelings. On one question, use of data sources, disagreements between the readers could be traced back to the ambiguity of the question: Did it refer to data sources provided within the curriculum unit designed or to data sources for the project as a whole? Knowledge of these sources of differences between the readers will be helpful in redesigning the checklist and in preparing faculty and students for the evaluation process. (See Table 2.)

The readers were clearly most satisfied with the development of the curriculum unit itself. They felt generally that the unit was clearly described, that its general rationale and specific objectives were adequately stated, and that the teaching method chosen was appropriate to the

Table 1

Agreement Between Readers
(N = 14 projects)

Educational Philosophy and Goals		
Educational philosophy	50%	Evaluator more severe
Curricular approaches	43%	Evaluator more severe
Student's educational philosophy	71%	Curriculum writer more severe
Local goals	79%	----------
Curriculum Unit		
Unit clearly stated	71%	----------
Rationale clear	93%	----------
Objectives clear	64%	Curriculum writer more severe
Data sources adequate	64%	Curriculum writer more severe
Method appropriate	71%	----------
Evaluation of pupil behavior appropriate	57%	Curriculum writer more severe
Use of Curriculum Unit		
Staff guide	71%	----------
Unit taught	93%	----------
Unit evaluated	71%	Curriculum writer more severe
Unit related to other areas	71%	----------
General		
Writing	64%	
Overall	79%	

objectives and the content. They were less satisfied, especially the curriculum writer, with the provisions for data sources for the units and for evaluating pupil learning.

The readers were somewhat less satisfied with the use of the curriculum unit. In most cases the unit had been taught, and areas of professional development such as supervision, evaluation, staff development, community involvement, and bilingual-multicultural education had been related to the unit. The provision of staff guides and the evaluation of the unit were less satisfactory. In some cases, the projects may have been for minor credit, for which this degree implementation is not demanded. Nevertheless, it is quite clear that evaluation is a major weak point. Both within curriculum units and for a curriculum as a whole students fail to provide adequate means of ascertaining what pupils have learned. For units as a whole too much reliance is placed on acceptance of the unit by other teachers or on the report that the teacher believes the pupils liked the unit or had learned from it. Few students attempted to ascertain directly what pupils felt or how their behavior had changed.

Probably the least satisfactory area was that of educational philosophy and goals. Although students clearly were developing curricula that met local needs, their background in educational philosophy was not evident to either reader. The evaluator perceived students as able to state

Table 2

Satisfaction of Criteria for Projects in Curriculum Development [a]

	Evaluator	Curriculum Writer	Both
	N = 19	N = 16	N = 21
Educational Philosophy and Goals			
Educational philosophy	21%	50%	34%
Curricular approaches	37%	69%	51%
Student's educational philosophy	79%	44%	63%
Consideration of local goals	79%	81%	80%
Curriculum Unit			
Unit clearly described	84%	75%	80%
Rationale clear	74%	81%	77%
Objectives clear	95%	69%	83%
Teaching method appropriate	84%	62%	74%
Data sources adequate	68%	38%	54%
Appropriate evaluation of pupil behavior	68%	25%	49%
Use of Curriculum Unit			
Unit has been taught	79%	75%	77%
Unit has been evaluated	63%	31%	49%
Staff guide provided	63%	50%	57%
Unit related to other professional areas	84%	62%	74%
General			
Writing	68%	75%	71%

[a]Satisfaction means that criterion has at least been met in some respects.

their own educational philosophies; the curriculum writer perceived students as able to relate educational philosophy to curricular approaches. On the whole, both readers were not satisfied with students' ability to handle educational philosophy although both perceived students as able to recognize local needs and goals.

Both readers felt the general level of writing was adequate although some people needed help. Both also were wearied by the need to hunt for the project within a mass of disorganized material, some of doubtful relevance. Much of this material was undoubtedly in response to a need to present two different products: first, a curriculum unit, and second, an account of how the student came to write that curriculum unit. Generally, the curriculum unit was clearly presented while the account of the process was not. The account of the process needs to include the student's development of a background in educational philosophy and curriculum development, the identification of the problem, the procedures for working on the curriculum, the resources utilized, the

evaluation of the curriculum, and the student's assessment of what he or she has learned. (See Table 3.)

Table 3

Overall Ratings of Curriculum Development Projects

	Evaluator	Curriculum Writer	Both
	N = 19	N = 16	N = 14
Clearly satisfactory	37%	31%	36%
Adequate	32%	25%	29%
Questionable	16%	12%	7%
No	16%	31%	29%

The overall judgments of the two readers reflect the need for studies of this kind. Only 65 percent of the papers read by both were regarded as satisfactory; 29 percent were regarded as unsatisfactory. Yet all of these papers had been accepted as satisfactory. Of the four papers rejected two were for minor not major credit; they were rejected for both minor and major credit. These papers were sketchy outlines of projects with no meat on the bones and satisfied almost none of the 15 criteria. Another was possibly misclassified; it represented a teaching project rather than the development of curricular material. The last one consisted of a slick curriculum for teaching automotive mechanics by lecture and demonstration; all explanatory material was completely lacking. Satisfactory and unsatisfactory papers were found in all clusters.

What are the outcomes of this project?

- Material has emerged for faculty discussion of overall criterion standards for projects in curriculum development.
- Knowledge of areas to develop further--integration of educational philosophy and use of appropriate evaluative techniques.
- Revision of the criterion standards and of the checklist for faculty use.
- Guides for helping students develop project reports.
- Models of clearly satisfactory and unsatisfactory reports.
- A model for improving evaluations.

In most cases the reports of projects could have been vastly improved by faculty-student discussions while the project was being carried out and by provision of a set of guidelines for student use in reporting projects. The results will be reported to a faculty meeting in June or July 1976 together with suggested new standards for projects in the area of curriculum development, a revised faculty checklist for evaluating curriculum unit projects, and new guidelines for students working on projects.

VI. MODEL OF PHILADELPHIA GRADUATE CENTER

Level I: Rationale

The Philadelphia Graduate Center of Antioch Graduate School of Education provides a nontraditional, competency-based graduate program in urban education.

Its mission is three-fold:

1. To offer a work-study Master's degree program designed to appeal to students who might not otherwise have the time or opportunity to pursue such a degree at a traditional institution.

2. To appeal, through its performance and competency-based program goals, to students whose learning abilities are best suited to and stimulated by assessment and evaluation of their performance in their professional settings.

3. To provide its students with the necessary skills, knowledge and competence to produce a significant change in their clients, and through them, a positive impact on the urban community.

The total graduate program of the Philadelphia Graduate Center is designed to make an impact on the community its graduates serve--in this case, Philadelphia and its environs. It is in the schools and social agencies that the Center's graduates, through sensitive and competent helping, teaching, and counseling, can make a significant difference in the educational process of inner city youngsters. Hopefully, these youngsters, through quality education, can begin to overcome some of the problems inherent in an urban environment.

The Graduate Center shares in the values of Antioch College as a whole in developing students through individualized programs, basing student evaluation upon performance, including work-study as the major component of its program, encouraging students to explore their own identities, and helping students become aware of the nature of their clientele and their community.

Level II: Program

Curriculum. The program, leading to the Master's Degree in Education, requires a minimum of 15 months (five quarters). The four major programs are elementary education, secondary education, special education, and counselor education. Students who wish may work toward Level I certification in Pennsylvania in elementary, special, and counselor education and towards Level II certification in elementary and special education.

For each student the program is individual and competency-based. Student, adviser, and the co-ordinator of the program chosen by the student formulate together the individualized experiences which will best move the student towards his or her stated goals.

In planning individualized programs, student work-study activities on their professional jobs form the central core of the program in which students demonstrate increased competence by the effective use of skills, knowledge, and understandings acquired through the academic program. Each student is concurrently employed full-time in a job related to education. In the third quarter,

students participate in a practicum seminar based on their jobs in which they present problems on the job and discuss possible solutions.

The academic segment of the program consists of courses and independent studies, which are selected to be consistent with the student's individual professional needs. The list of offerings is a comprehensive one, including courses in minority and urban history and issues (e.g., Black Man in America, Urban Politics, the Juvenile Court System, Afro-American Folklore); in psychology, human development, group process, and research (e.g., Transactional Analysis, Human Learning and Development, Psychology of the Exceptional and Personality Development, Research Methods); in educational methodology (e.g., Children's Literature, Current Trends in Basic Mathematics, Comparative Analysis of Middle Schools); in educational philosophy and theory (e.g., Implications of Dewey for Contemporary Urban Education, Current Trends in Alternative Teaching Models); in educational administration (e.g., Examination of the Process of Change, Administrative Decision-making); in counseling (e.g., Group Structure--Theory and Practice, Counseling Issues in Correctional Systems); and in special education (e.g., Learning Disabilities, Integration of the Exceptional Child). Courses are taught in the evening when students and adjunct faculty are available.

A student interested in pursuing a particular topic or investigating an aspect of a course in depth may submit an independent study proposal outlining the plan and the schedule. When the plan is approved, a resource person is designated to help the student achieve the specified goals and to evaluate progress. There are two models of independent study: short-term, which replaces or supplements one course, and long-term, which students use to pursue projects requiring considerable time and research (anywhere from two to five quarters).

Each quarter the student has a conference with the field adviser, who supervises the work-study component, and with the program coordinator, who is responsible for all work chosen for the program. Course instructors may also be involved from time to time. Progress to date can be reviewed and plans changed to represent the student's changing needs and goals. The courses are reviewed and planned for in light of the student's developing competencies.

The Graduate Center has a library of about 3,000 volumes and approximately 125 periodicals. The collection includes newspapers, professional journals, reference books and services, abstracts and indexes, and ERIC materials. Borrowing privileges at other libraries in the area have been arranged. The library staff cooperates with faculty and students in their research. Audio-visual equipment is also available, and videotapes are catalogued in the library.

At present, program evaluation is of an informal nature. On every visit to a student on the job, the field adviser notes whether or not student competencies have been influenced by the courses taken or being taken. Quarterly meetings are held in which students and faculty discuss and evaluate the program. From time to time, the Assistant Director, in charge of all four programs, sends a questionnaire to recent graduates to find out how the program could have prepared them better for their current job.

Faculty. The faculty is divided into two categories--full-time faculty, who serve as program coordinators and field advisers, and adjunct staff, who teach specific courses. Full-time faculty may also teach courses, but their primary duties lie in program coordination and field

supervision for the students.

Each of the four programs currently operating at the Graduate Center is headed by a program coordinator whose responsibilities include guidance of students in formulating their individualized plans, on-site supervision of students on their jobs, recommendations of courses which need to be taught for the program, and ultimately a viable program which will enable students to realize its core competencies. The program coordinator is also responsible for the staff who carry out the program. In the field of elementary education, for example, the program coordinator works with two field advisers, who make periodic visits to the students on their job to observe and evaluate performance.

Supervision is crucial, since competency-based learning programs demand that the center help students achieve competencies directly observable on the job. Observation visits are usually arranged so that the student knows the purpose of the visit beforehand. After a visit is completed, the student and field adviser evaluate the observation, make plans for needed work, develop strategies to implement the necessary improvements, and set up the next observation. The field adviser also reads and comments on the student's journal.

For the most part, the teaching staff falls under the category of adjunct faculty, who are selected for their recognized expertise in a particular academic area. Adjunct faculty members are permitted to teach a maximum of two courses, if they are fully employed elsewhere. In addition to teaching responsibilities, the adjunct faculty person is responsible for center services. These may be curriculum planning, working on a one-to-one basis with students in counseling situations, and participation in faculty meetings. In many instances, adjunct faculty are requested to meet with the student and the program coordinator. Since approximately 75 percent of the teaching is done by adjunct faculty members, it is important that they become involved in center services.

At the present time, there is a faculty committee working on their role in the governance of the Philadelphia Center devoting particular attention to policies on the selection, retention, and promotion of faculty. Although no definitive policies in this area have been published, work has been done and operating guidelines do exist. The Assistant Director of the Center asked an adjunct faculty person to develop a form for evaluating course instruction, which is now being used and tested. The committee is also concerned with faculty and student participation in formulating educational policy for the center. One problem in this area is the relatively large number of adjunct faculty and relatively small number of full-time staff. Adjunct faculty may not participate actively enough in policy formation. Staff development for the full-time staff is another issue. Many full-time faculty are working in doctoral programs; how much financial help should they receive from the center? A possible outcome of the work of the committee is a faculty handbook covering the issues raised above and other related matters.

Students. The criteria for admission to the Master's program are an official transcript from the institution where the B.A. was earned, employment or a practicum site in the program in which the student seeks a degree, letters of recommendation, and an admissions interview conducted by the coordinator of the program to which the student is applying. The application form asks for a brief statement of goals in teaching and the ways in which the Antioch program can help.

A few exceptionally well-qualified candidates who work in jobs requiring a B.A. but who do not have a B.A. may be admitted. Advanced standing based on work at another graduate school is granted up to the equivalent of a quarter's work. Tuition is $3750 ($750 a quarter for five quarters). Students are informed of the available sources of financial aid: Pennsylvania Higher Education Loan, National Direct Student Loan, and College Work-Study Program. Approximately 75 percent of the students are receiving financial aid.

About three-quarters of the students entering the Philadelphia Graduate Center in 1974-75 were women, a majority were over 30, half were married, and almost half had at least one child. One half lived in Philadelphia and came from the state of Pennsylvania. Almost all (95 percent) were employed, three-quarters in teaching and the rest mainly in social work. The teachers all had certificates. The median salary was a little over $13,000.

Entering students were asked questions about current activities and future plans, particularly with regard to education as a career. They are attracted to the Graduate Center because of its special programs and its emphasis on individual development; their only reservation focuses on finances. At entrance they belonged to many organizations, especially school and professional groups, and were aware of community, political, and international affairs although the majority did not actively participate beyond contributing time and money to community projects.

Level III: Assessment

Criterion Standards. The Philadelphia Center is a competency-based program in which the student is held accountable for demonstrating competency in the essential tasks of teaching. Each program specifies a list of essential competencies in its area.

In the elementary education program, for example, students, staff members, outside consultants, and the literature have been utilized jointly to identify a list of competencies that should be demonstrated by the student in order to function successfully in professional situations. Students are encouraged to develop personal competencies, in addition to those listed, that may be important to their personal growth. Students must demonstrate progress toward increased proficiency on the job in using the skills, knowledge, and understandings, acquired through their involvement in the academic part of the program. The actual manifestation of growth in competency constitutes the work-study segment of the program.

Appraisal of Learning Outcomes. Since the program of the Philadelphia center is competency-based, the major thrust of evaluation relates to the students' work on the job.

Evaluation procedures in all four programs can be illustrated by following those for the elementary education program.

A student's competencies are assessed at the outset so that needed learning experiences may be planned and provided. In the absence of practical demonstration of performance, which becomes the primary tool after on-the-job supervision starts, an Introductory Assessment Inventory has been designed to elicit responses that reveal attitudes, self-evaluation of some required skills, aspirations, and ability to project and respond to possible work-related conditions. This instrument, together with a review of the type of undergraduate degree, the transcript, certification, letters of recommendation from administrators, teachers and academicians, an admission

interview with the program coordinator, and a conference with the assinged field adviser, was developed to provide the information sought. For students who will work toward state certification, approximately 50 percent of the questions requiring written responses are relevant. Also, for those students, conferences are planned to extract the extent and degree of experiential background as well as proficiency and competency levels.

It should be emphasized that the individualized program formulated as a result of this process is tentative and is modified and revised as the student's strengths and limitations are manifested during the subsequent visitation and observation periods.

Evaluation of the student during the program is then carried out:

1. Through classroom participation and written documentation, the course instructor evaluates the student, using the Course Verification Form. Field advisers become familiar with the course objectives and materials and look for evidence of successful use by the student during on-site visits. In addition, field advisers use the Course Verification Form as one of the bases for subsequent conferences with the student.

2. A journal of professional experiences is required on each student and represents the individual's personal perceptions of growth during the program. This instrument provides the field adviser with yet another means of determining a student's own judgment of strengths and weaknesses and attitudes about the program as well.

3. Participation in a practicum seminar, which is essentially a period of self and peer evaluation, is required. The objective is to provide a forum for accessing and improving techniques through a process of identifying and analyzing problems, experimenting with possible solutions, and evaluating outcomes.

4. The assigned field adviser visits each student as frequently as possible or as needed to observe performance in the professional setting and to measure quality and progress, using a list of competencies and an inventory of skills, techniques, teacher-pupil relationships, and demonstrations of personal and professional growth. Every visit is followed by a conference covering the student's activities and involvement in the program.

5. During the third quarter of the program, the student, program coordinator, and field adviser meet to examine and evaluate the competencies which the student has demonstrated in courses and in supervised field work. Documented evidence from all of the above steps is available. At this checkpoint meeting, decisions are made as to whether or not sufficient growth has been demonstrated to justify retention of the student in the program.

6. In cases where little or no progress has been made toward fulfilling program goals, a Review Committee may meet with the student to recommend a probationary period of closely supervised work followed by another assessment or suspension with possible reentry after remedial work or dismissal.

Preparation for Assessment. This discussion of evaluation indicates that the student is prepared for evaluation throughout the program. Upon admission there is a conference with the student's program coordinator and field adviser to plan the individualized program. At this time the student receives the list of competencies and indicates those on which work is needed or not needed. After that the student is observed and rated on the job at agreed upon times in terms of the competencies. Course and job expectations are made clear by the faculty concerned and the student is involved in the evaluation process from beginning to end of the program.

Level IV: Translation

Credit Policies. The program takes a minimum of 15 months (five quarters) to complete. Awarding of the degree is based on the satisfactory completion of 60 quarter hours of graduate credit, including 12 quarter hours of on-site work experience and a minimum of 48 of course work. No grades are awarded; only work satisfactorily completed is recorded on the transcript.

Records of Learning Outcomes. For all work completed, the Verification Sheets remain as part of the student's permanent file, and the documentation is retained for one year. On-site ratings of competencies are never a part of the student's permanent file. The registrar issues the formal transcript on the basis of the Verification Sheets; the transcript identifies the courses and the work-study unit which the student has completed.

VII. CRITIQUE OF THE PHILADELPHIA GRADUATE CENTER MODEL AND ITS IMPLEMENTATION

Level I: Rationale

The Philadelphia Graduate School has a program that is entirely consistent with the goals of Antioch College. With the stated purposes of the center focusing on the work-study method as a rational method to involve students in community affairs and on the development of personal resources for teaching and requiring that specific competencies be developed and augmented through experiential learning, the Philadelphia Graduate Center conforms to the Antioch priority of using the community-school relationship as an experiential model for developing innovations and significant competencies in teaching.

Level II: Program

Guidelines and procedures regarding curriculum, faculty, and students are in conformity with the rationale of the Philadelphia Graduate School.

The curriculum, constructed individually for each student, focuses on four programs from which the student selects one for concentration. Throughout, individual responsibility for learning, for development of materials, and for final assessment rests with the student, interacting with faculty advisers and responding to work and community involvements.

The procedures devised for feedback from the student's field adviser, the quarterly conferences with the program coordinator, and meetings as needed with course instructors support a systematic review of student progress. Furthermore, these consultative arrangements permit directional changes and adjustments to prevent the student from getting too far off the track, as well as encourage the students to develop new competencies and interests. At many points in the student's development, from preassessment to conferring of the degree, feedback is explicit and documented.

The roles of the program coordinator and field adviser are precisely defined and represent the greatest strength of the Philadelphia program. Full-time faculty, as program coordinators and field advisers, assist the students in the learning design, visit the student on the job on regular prearranged schedules, and make explicit recommendations for improvement in those competencies that need more work by the student. As far as possible, the adjunct teaching staff meets individually with the student, or collectively with the other supervisors, to provide additional support. It should be remembered that in many cases the students are teachers who have already been certified at Level I and who need direction for the added and refined competencies for certification at Level II. Continuing assessment is crucial and recognized as such by the Philadelphia Graduate Center.

Level III: Assessment

The basic methods for assessment have been developed and are functioning although some aspects of the process and the instruments should probably be strengthened. Assessment instruments have been designed to document student progress from the point of entry by evaluating progress in

competencies defined as needing more work and by a mid-course review to determine whether the student should be continued in the program. In addition to work performance assessments, the course Verification Forms serve to lend substance to the validation of student progress.

Summative assessment has not been developed at the Philadelphia Graduate Center, the last major overview having occurred during the third quarter of study. Once it has been established that the student is prepared to complete the program, the full committee review procedure is not repeated in a formal way. One such final review would be to have the student assess competencies at the end of the program in the same fashion as at the beginning.

Level IV: Translation

There have been no problems in the translation of the program to other graduate schools or to outside agencies. The course verification forms are used for the preparation of the transcript, briefly listing courses and internships completed with the credits assigned.

The most serious problem in the Philadelphia Graduate Center model involves the fact that the critical 29 competencies for elementary education do not appear anywhere either in the documentation or on the transcript. By reading the transcript there is no way to determine that the program is competency-based; only course titles, credits, and the internships appear. To overcome this problem, clearly a method should be devised not only to indicate that the program is competency-based but also to assure that some record of the competency toward which the student is striving is preserved and presented.

VIII. MODEL OF ANTIOCH - NEW ENGLAND

Level I: Rationale

The goals of the Center are to increase the students' self-awareness, ability to plan and evaluate their learning, sharpen their understanding of cultural conditions and related needs for educational and social change both where they work and in the broader society. In keeping with the Center's philosophy, the nucleus of the students' education is found in the community and the subsequent work experience. Practicums take place throughout the New England area with the greatest concentration within one hour's drive to the Keene Center.

The Keene Center attempts to carry out these objectives by integrating three elements: (1) individualization--each student's background, needs and interests are considered in structuring seminars and experiences, (2) engagement--which requires that all students test themselves and their ideas in a practical situation related to their degree program, and (3) the application of the social sciences to human needs and problems.

Level II: Program

Curriculum. Antioch-New England (also called the Keene Center) offers master's programs in education, each requiring 15 months to complete: elementary and early childhood programs (M.Ed.), an administration program (M.Ed.), and an environmental education program (MST). In addition, the center offers three programs in counseling: a 15-month counseling program (M.Ed.), a two-year program leading to an M.A. in counseling psychology, and an 18-month dance-movement therapy speciality within counseling (M.Ed.). Instead of discussing all the programs, the counseling programs in education and in counseling psychology, which enroll most students, will be described as typical. These programs center around the use of nine-month internships, one for the counseling and two for the counseling psychology program. If students have appropriate jobs, they may be used for internships.

The pattern of the curriculum in time is:

	Summer	Fall	Winter	Spring	Summer
M.Ed. & M.A.C.P.	4-5 courses	Internship 2 courses	Internship 2 courses	Internship 2 courses	Major projects 1-2 courses (M.Ed. only)
M.A.C.P.		Internship 1-2 courses	Internship 1-2 courses	Internship 1-2 courses	

The internships are central to both programs; in general, one comprises four days a week for nine months, the fifth day being reserved for course work. With such a schedule, full-time employment is discouraged.

Before starting the internship, students spend at least five hours a week in supervised preinternship experiences. Although some students make their own contacts for internships, the center usually makes the arrangements. In any case Antioch-New England, the student, and the agency must concur in their needs and requirements and sign a contract outlining the agreement. Through the internship, students are expected to gain experience in competencies in the following three areas: individual and primary group strategies, group counseling strategies, and

social system analysis, consultation, and program development. The supervision of the internship is designed to help students gain these competencies. The student's field experience provides some of the material for individual and group supervision sessions; students are encouraged to video- or audiotape their work for supervision purposes. Supervision aims to develop students' technical proficiencies, to heighten their sensitivities to themselves and to their effects upon other people, and to serve as a major contact in which to apply theoretical knowledge of human development.

Since the course program, like the internship, is organized around demonstrated competencies rather than content, it places emphasis:

1. On learning rather than teaching.

2. On the person as integrator and applier of knowledge rather than on content mastery.

3. On development of each student and cooperative evaluation of progressing competency by student and staff rather than on objective evaluation of content regurgitated.

4. On establishing meaningful and helpful relationships between faculty and students as fellow professionals engaged in a common enterprise focused on the various social systems rather than on assignment of both to predetermined schedules within restricted categorical contents.

5. On maximum use of the total group and smaller groups as learning milieu rather than on student isolation and competition and on faculty to student monologue.

6. On integration of experience and application of understanding to practice through close clinical supervision that deals with the student as a growing person, with his expanding conceptual framework as it mediates his professional judgments, and on his behavior or practice as it emanates from his growing conceptual awareness, understanding, and competency.

All work in each area of the Counselor Education Department is planned in a developmental sequence. Each student is encouraged to move through each area at his own rate of development. In the summer of each year, all students beginning a program are scheduled for introductory work in each area of the program.

Courses are grouped in four areas, the three areas for competencies already mentioned and behavioral science foundations:

1. Individual and primary group counseling---The student must be able to effectively work with individuals and families. An emphasis is placed on the development of the student's personalized style of working with others which has a base in theory.

2. Group counseling---The student must be able to effectively organize and lead group counseling sessions. Emphasis is placed on a knowledge of theory and on the practical problems of group management.

3. Social systems analysis, program development and consultation---The student must be capable of understanding a school community or agency as a social system, responding appropriately as a consultant to that system, and be able to design programs which are responsive to the system's needs.

4. Behavioral science foundations---To accomplish these objectives, the program views its task as training the student to be a logical, critical thinking professional.

It would be a mistake to view the internship as purely experiential and the courses as purely classroom. Not only may there be seminars and training on jobs but, more importantly, experiential learning is deliberately incorporated in courses through the materials and techniques used.

Educational and programmatic resources are available through a book collection, periodicals, elementary education curriculum collections, and film catalogs. Students also have library privileges through Keene State College, including a reserve shelf for required course readings and use of their videotape library and Information Retrieval System.

Audiovisual materials comprise an important resource for the counseling program. Videocamera, videorecorder, photographic, and projection equipment are available and in regular reference use. This equipment is central to the Interpersonal Process Recall technique (IPR), an instrument used for developing successful interview procedures for the counselor/client relationship. By videotaping the dyadic interaction, the participants can immediately share thoughts and feelings and sharpen perceptions and skills leading to more successful communication.

Program evaluation comes from a number of sources. Students write course evaluations each quarter, and faculty and staff are evaluated every year. Students frequently give feedback on courses and internships in informal situations and often comment on the success or failure of a course in writing a Verification Sheet. Faculty are asked to comment on the effectiveness of the courses they offer, and on-site supervisors are asked about the adequacy of students' preparation for the internship. Counseling students have participated in an advisory committee on the program, and students have been interviewed about their programs. A study of students and their supervisors on videotape, using stimulated recall, yielded much data on areas of weaknesses in the students' preparation. Another study following up graduates for information about how well they had been prepared for their jobs has been of limited usefulness as the current program has changed.

Faculty. Several faculty roles can be identified at Antioch-New England although various functions may be assumed by the same individual. The first is that of program coordinator, involving a major emphasis on planning and implementing the program, including recruiting and evaluating faculty and admitting students. Another is full-time faculty, who advise students while they are on the campus and while they are on the job, teach courses, and contribute to program planning. A third is the supervisor of students on the job. The program coordinator teaches and advises, full-time faculty have input into program design as well as advising and teaching, only the supervisor tends to be limited to the activity described. Additional teaching that is needed is assigned to adjunct faculty.

Another way of looking at faculty roles is to say that the first emphasis is *facilitative*--providing students with "a wide and rich array of faculty, materials, resources, and experiences working with and for students to help them develop understanding and competency to assume leadership roles as effective counselors and as agents of change and improvement," purposely structuring "faculty from various disciplines and educational training departments with a breadth of knowledge, materials, and skills into a planned educational environment." The second emphasis is on *advising* and *supervising* even though these are done by different individuals. The third emphasis is on *teaching*, which is a part of the primary facilitative role. In summary, the

traditional teaching role at Keene, as at other centers, is important in context and is not central.

Internship supervision is shared by the on-site supervisor and the Antioch supervisor. The on-site supervisor provides ongoing supervision, confers with the Antioch supervisor, and prepares an evaluation of the intern three times a year. The Antioch supervisor visits the student at the field site once a month working on such issues as the goals for the internship and specific problem areas, responds to emergency situations, and finally, is responsible for evaluating the intern.

Antioch-New England in February 1976 published for its own use a guide for evaluating full-time faculty and staff. The procedures have been developed to provide contextual information useful to faculty, students, and Antioch-New England as an institution, all of whom have participated in designing the process. In addition, all courses taught are evaluated each quarter; adjunct faculty are included in these evaluations. Faculty and staff job descriptions have been worked out.

Although no faculty handbook exists on faculty policies such as selection and retention, participation in governance, and faculty development, policies in all of these areas have been worked out. The coordinator for each program at Antioch-New England plans curriculum, develops a syllabus, determines types and content of courses, and recommends adjunct teaching faculty for appointment. Program changes are usually initiated by the faculty and recommended to the administration; advice from on-site intern supervisors is sought in making curricular changes. For staff development, money has been budgeted to encourage faculty and staff attendance at professional conferences, workshops, and training programs.

Students. Applicants for admission present evidence of qualifications for advanced study shown by scholastic records, training and experience, and letters of recommendation from relevant professionals. In completing the application form, candidates describe their most significant learning experiences, obstacles and frustrations they have encountered, and what they expect to accomplish at Antioch. Small groups and individual interviews, as well as class participation for one day, help screen applicants. Admission is determined by a committee composed of faculty, students, and the Director of Admissions.

Up to 15 quarter credits of accredited graduate work can be transferred into the program.

A background in education is recommended for the counselor education program, although exceptional applicants lacking this background may be admitted. Later the student's performance, taken comprehensively, is reviewed by faculty to estimate potential competence in the field of counseling. A written evaluation from a supervisor or administrator in a field placement school will be sought to recommend the student for certification.

A few candidates without the B.A. degree are admitted under special procedures. Such applicants must be at least 25 years old, have substantial experience in the area in which they seek a degree, and submit a resume. The appropriate program coordinator interviews them, and on the recommendation of the coordinator and the Director of Admissions the student can be admitted for a probationary period of at least one quarter. At the end of the quarter the student must present nine credits of approved work at Antioch, evaluative letters from instructors and others, a

resume including supporting documents, transcripts, reasons for not completing the bachelor's work, and a clear statement of objectives. The Special Admission Committee, which includes individuals outside Antioch, recommends acceptance or rejection for a final decision by the Center Director. If accepted, the student must complete five quarters in addition to the probationary period.

Tuition for all 15-month programs is $4000, but for the M.A. in Counseling Psychology, tuition is $5200. The Financial Aid Office offers two forms of aid: National Direct Student Loan Program and the College Work-Study Program. Since most students do not have full-time jobs, pay from the internships is a matter of some concern. Stipends for internships generally run from $2000 to $4000, and some include room and board. Students in internships with small or no stipends may qualify for Federal Work-Study grants. Internships without stipends are expected to provide exceptionally fruitful experiences.

In 1974-75 entrants to Antioch-New England were evenly divided between men and women; two thirds were under 30, unmarried, and had no children. They were as likely to come from small towns as big cities, a fifth coming from suburban areas; over half came from the New England and Middle Atlantic states. Yearly income was about $7500. Antioch appealed to them because of flexibility of the program and the opportunities for individual development. Their career aims focused on working with people.

Level III: Assessment

Criterion Standards. The competencies, or criterion standards, for the counseling program of Antioch-New England are based on the following model:

> Our view is that a primary training objective is to help students learn to think critically with regard to themselves and their environment. The four steps in our model of critical thinking are defined as follows:
>
> 1. Assessment--The ability to objectively analyze a situation in regards to the elements, processes, and conditions influencing it.
>
> 2. Planning--The ability to plan a relevant approach to the problem which takes cognizance of environmental and developmental parameters.
>
> 3. Implementation--The ability to carry out a planned response to an identified situation.
>
> 4. Evaluation--The ability to objectively assess a situation in terms of the degree to which an identified need has been met.

The second major perspective deals with three areas of competency in which the counselor must manifest some skill: individual and primary group counseling, group work and social systems analysis, program development and consultation.

The competencies can then be expressed in terms both of the steps in critical thinking and of the areas to which the thinking needs to be applied. The resulting competencies have been outlined together with related courses, state standards for certifications, and evaluation processes used at Antioch-New England.

Appraisal of Learning Outcomes and Preparation for Assessment

In the Antioch-New England model, evaluation of student work and staffing, an expanded concept of advising, are so closely linked that it seems artificial to divide appraisal of learning outcomes from preparation for the assessment.

Evaluation of student work is based on a multiple approach. Every quarter the internship student, the on-site supervisor, and the Antioch supervisor make evaluations of the student's work on the internship. The student also submits Verification Sheets with documentation both for the work with the Antioch supervisor and for the internship experience. For courses the student submits each quarter self-evaluations on the Verification Sheet; faculty assessment is included on the same document. In class students receive peer evaluations.

In addition to these quarterly evaluations, students confer in varied combinations with the on-site supervisor, the Antioch supervisor, the faculty adviser, and other faculty. This process is called staffing and may be initiated at the request of the student or of the adviser. Included in staffing are the following:

1. Each individual student is assigned a faculty adviser responsible for supervising the development of professional and personal skills, techniques and competencies. Time is provided during the student's weekly day at Antioch to meet with advisers. Students may participate in instructional, seminar, and peer supervisory groups that are based on developmental needs of students as determined through staffings.

2. Individualized opportunities for self-evaluation, using audiovideo facilities and counseling tapes, are available to students and facilitated by faculty supervision.

3. Student self-evaluations of professional competency and documentation of the breadth and quality of the learning are combined with on-site and Antioch supervisors' evaluations of professional competency and faculty analysis of student progress based on documentation on Verification Sheets. This combination of evaluations provides a basis for a variety of decisions ranging from course selection to Degree Candidacy Review.

The Degree Candidacy Review pulls together staffing processes with an important mid-program evaluation point for students. The objective of the review is to determine whether the student has demonstrated the ability to continue in and complete the program satisfactorily. A faculty committee reviews each student's overall progress toward professional goals at the beginning of the third quarter of work, basing their evalaution on the following documents: a tentative transcript for the first two quarters, at least 20 credits of course verification, a record of the faculty supervisor's on-site visits, the student's internship self-evaluation, and the on-site supervisor's evaluation. The staffing emphasizes each student's level of integration of learnings and development and his or her ability to apply these to his or her practice in an educational or agency system.

Upon successful review, the committee recommends that the student be admitted officially to degree candidacy. A student who does not pass the review may be asked to appear before the committee. The committee may recommend the following: a probationary period of closely supervised work, an extension of the student's program, extensive consultation and review of the professional program, a recommendation for an interim period, a decision not to credit work for which

documentation is overdue, or dismissal. If documentation for the student to be reviewed is insufficient, it must be submitted by the end of the third quarter at a second review. All students can appeal faculty recommendations for interim or disenrollment to the Degree Review Committee, the Center Director, and, in the case of disenrollment, the Dean.

Transitional staffings are held near the end of the program; again, this staffing cumulates and synthesizes all prior analysis of the student. If a student has attained all necessary competencies for completion of the program, the staff arrives at a judgment about the overall quality of the student's competence.

Level IV: Translation

Credit Policies. Most programs take 15 months (five quarters) to complete; the master's in counseling psychology takes seven quarters. The minimum number of credits necessary for the M.Ed. and M.S.T. degree is 60, and for the M.S. in Counseling Psychology, 90. No grades are given and only work satisfactorily completed is recorded on the transcript.

Records of Learning Outcomes. During the first quarter the student and his or her adviser prepare a tentative transcript and keep it up to date every quarter thereafter. At graduation the Registrar prepares the final transcript, listing the courses and the internship experience.

IX. CRITIQUE OF THE ANTIOCH - NEW ENGLAND MODEL AND ITS IMPLEMENTATION

Level I: Rationale

The philosophy of Antioch-New England is congruent with that of Antioch College along all major components. The centrality of the work--the internship model--supports the ideas of relating the student's learning to the work-place, of capitalizing on the abilities the student brings to the learning process, and of integrating the learning outcomes with overall community goals.

Level II: Program

The Counselor Education Program, consisting as it does of meticulously analyzed components developed cooperatively, is entirely consistent with the rationale of Antioch-New England. The program focuses on the internship, the surrounding courses during the five quarters being designed to support the anticipated competencies to be achieved. Particular mention should be made of the use of the competency-based philosophy of learning. Competencies are used as guides to general program planning as well as to program planning for each student who, with the adviser, ensures that all bases have been touched, even though these competencies are not recorded on the final transcript. This procedure is entirely in keeping with the philosophy of Antioch-New England at the same time fulfilling standard and traditional expectations. The courses, divided into four area objectives--individual and primary group counseling, group counseling, social systems analysis, and behavioral science foundations--contribute to the major program goal of developing logical and critical thinking through assessment, planning, implementation, and evaluation. Thus, courses and objectives are viewed as interdependent and interactive throughout the program.

It is difficult to analyze faculty roles separately since the program is based on feedback and discussion among staff, students, faculty and supervisors. Lip service to the interdependence of these elements has been discarded in favor of a deliberate and constant effort by all participants to engage mutually in the learning process. Although some role distinctions can be made between full-time faculty, supervisors, and program coordinators, their common responsibility is that of facilitating, which is yet another indication that the "teaching" role requires redefinition when experiential education is the learning model.

In order that the underlying assumptions and the implementation procedures be explicit, Antioch-New England has prepared an excellent faculty handbook, *Counselor Education Program*, available to all faculty, staff, and students. This handbook is useful both for the orientation of new faculty and for old hands who need a refresher or a convenient reference regarding procedures.

One difficulty, perhaps arising from the present evolutionary stage of Antioch-New England, is the lack of specificity of expectations in the various faculty and supervisory roles. Confusion sometimes occurs that leads to malfunctionings; for example, the use of faculty advisers by students is not fully developed. However, this lack is balanced by the interactions noted above

and probably rarely becomes a problem. These role definitions should be clarified in the future but not to the detriment of the open and positive exchanges that are significant at this time.

Students in the Counselor Education Program have the distinct advantage of a closely supervised program that is also sufficiently flexible to develop necessary competencies in areas perceived as deficient or in need of further improvement. Requirements for the degree are clearly outlined and, through regular consultative arrangements, the student is in the position of strengthening skills and competencies.

Level III: Assessment

At critical points during the degree program explicit assessment and evaluation models are used, including Verification Sheets and evaluation forms for use by teaching and supervisory staff. Also, students evaluate themselves in courses and internships in response to the verification materials. Distinguishing between evaluation and advising may present a problem. The roles of the evaluator and adviser, often the same person, are so intimately connected in the model that, with some regularity, the evaluation takes on characteristics more appropriate to the advising function.

Level IV: Translation

A close examination of credit policies and the records of learning outcomes indicates that no difficulty exists in the translation of information to outside institutions.

X. SUMMARY

Antioch College is a national university system, originating in Yellow Springs, Ohio, with learning centers in 15 states and abroad, that has pioneered in work-study programs and experiential education since the 1920's. For the purpsoes of the operational models project three centers with different program content, clientele, learning goals and criterion standards were analyzed systematically to determine if, from a common Antioch College philosophy, components of the various programs could be described, using a single model, in a way that would assist in strengthening program quality and identifying programmatic areas in need of improvement.

The centers and programs chosen for this analysis are (1) Juárez Lincoln center of the Antioch Graduate School of Education with headquarters in Austin, Texas--a center devoted to M.Ed. programs emphasizing a bilingual-multicultural approach and involvement in the community; (2) the M.Ed. program in elementary education at Antioch Graduate School of Education in Philadelphia; and (3) the M.Ed. program in counseling and the M.A. program in counseling psychology at Antioch-New England in Keene, New Hampshire. Since is was not feasible to do a complete analysis of all three centers, Juárez Lincoln was studied in the greatest detail, including a study of the implementation of criterion standards based on the model presented in this paper. The analyses of the Philadelphia and New England programs are complete with the exception of the final piece: testing of the model by a study, plans for which are currently in progress. However, sufficient analysis has been done to indicate the utility and validity of the model in all the sites.

The Operational Model uses four major levels focusing on flow of influence: Level I is the rationale of Antioch College and the individual centers; Level II, programmatic matters bearing on curriculum, faculty and students; Level III, student assessment based on criterion standards, appraisal of learning and preparation for assessment; and Level IV, methods of translating experiential learning for nontraditional consumption, outlining credit policies and records of learning outcomes.

Five major findings which have important implications not only for the college as a whole but also for other institutions using experiential learning as a core philosophy arose directly from the application of this model.

First, the model is a useful and functional descriptive tool that accounts for the entire program and defines the content of all the critical components. The model adequately outlines a program and is in fact comprehensive and inclusive for all centers.

Second, the quality of the programs was highlighted in such a manner as to uncover strengths, weaknesses, and areas in need of further analysis and development. In some cases the omissions or inadequate procedures identified have already led to specific plans for improvement. In short, the model has already become a trouble-shooter.

Third, and vital to Antioch's own self-image, was a confirmation that experiential education is central to the learning outcomes of the student. Antioch has insisted this was the case and has been in the forefront of this educational movement, but until now has based this assertion

more on belief than on replicable demonstration. In each center, the work-study approach and the experiential model emerged as the hub around which all activities revolved. No matter what distinctive refinements or special problems were present in the three centers, the programmatic approach selected was totally influenced by the systematic use of experience. The selection of work experiences, of courses, of students, of faculty, of evaluation procedures and of translation tools reflected and confirmed the basic assumption that experiential education produces a different and viable learning process.

Fourth, the role of faculty has been profoundly influenced by the demands of experiential education; we should perhaps begin to think in terms of experiential teachers. The conventional models of the teacher simply do not work and should be redefined to suit the learning, not the teaching, situation. In Juárez Lincoln, Philadelpha, and Keene, full-time and adjunct faculty roles were distinguished although some overlapping occurs. Full-time faculty activity devolved on work-study planning and supervision, on problems of assessment and evaluation, and on matters pertaining to the student body as a whole--even if faculty taught as well. Adjunct faculty, on the other hand, bring expertise related to the work experience of the student and augment and facilitate within the classroom context. Their primary work-place is apart from the learning site, and their contribution is guidance and direction of students within their speciality. It has been recognized in at least one center that adjunct faculty must also contribute their expertise in advising, supervision, and governance. To accomplish this end Philadelphia requires that for each four hours of teaching by adjunct faculty, two more hours of consultation must be given. Clearly, considerable attention must be paid to faculty development specifically related to experiential education.

Finally, matters of administration, management, and governance should be reviewed and recast in institutions focusing primarily on experiential education. This conclusion was an accidental fall-out from the operational model in this paper, but perhaps the most significant outcome of the study. The focus on experience, on work-study, on the integration of theory and practice place totally nontraditional demands on administration and highlight an urgent need to redefine roles and professional obligations to the institution and the student. The shifts in faculty authority and responsibility require considerable redefinition of roles that should alter the governance structure. How do full-time faculty and staff manage the relationships between adjunct faculty, the students, and the institution? How does a Board of Trustees get a handle on an institution that appears to be sprawling, even if the product is interesting, exciting, and demonstrably productive?

These conclusions are instructive. Whether or not they will also be useful depends upon the institutional courage to face them.

SOURCE MATERIALS

There have been quotations from various documents in the text, but specific references have not been made. The material and quotations from Juárez Lincoln are based on the 1975-76 catalog, the documents included on the list of available documents, personal contact with the center over a two-year period, and numerous interviews with Juárez Lincoln staff and faculty, especially with Andre Guerrero, Co-Director. The major sources for quotations for the Philadelphia Graduate Center are its unpublished catalog for 1976-77 and a paper on its elementary education program by Harry Horwitz, Program Coordinator for Elementary Education. These were supplemented by documents on the list, and interviews with Bernard Gross, Director, Herbert McDuffy, Assistant Director, Harry Horwitz, and Zachariah Lingham, Program Coordinator for Secondary Education, added much to the written material. At Antioch-New England the primary sources quoted are the handbook on the Counselor Education Program and a self-study done for state certification; combined with these are the materials on the list of documents, and interviews with John Bryant, Acting Director, Mark Peterson, Program Coordinator for Counselor Education, and Connie Joyce, Assistant Records Officer.

LIST OF DOCUMENTS AVAILABLE FROM ANTIOCH COLLEGE

Juárez Lincoln

Student Monthly Report of Work
Student Monitoring Report Form
Program Evaluation-Beginning of Program
Program Evaluation-End of Program
Criterion Standards
Verification Sheet
Recommendation of Examining Committee
Writing Course Descriptions
Sample Transcript
Revised Program Statement in the Area of Curriculum Development/Project Development
Revised Checklist for Evaluating Projects in Curriculum Development

Philadelphia Graduate Center

Introductory Student Assessment Inventory
Course Verification Form
Instructions for the Journal
Student Competencies Rating Form

Antioch-New England

Competencies for Counselor Education Students
Self-Evaluation of Internship
Assessment of Interns by On-Site Supervisors

Copies of these documents may be obtained by writing to:

Office of Educational Evaluation
and Research
Antioch College
Yellow Springs, OH 45387